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## WHAT BRANCHES SHOULD BE INCLUDED IN AN ENGLISH COURSE OF STUDY FOR THE HIGH SCHOOL?

[Read before High School section by E. S. FRISBEE, of Northampton.]

THE answer to this inquiry will depend largely upon what we conceive to be the true end of the High School; whether we look upon it wholly or mainly in the light of utility, or as designed for the systematical development of the mind; whether we regard the High School as fulfilling its end only when its training can be turned to account in business, in the acquisition of wealth, or fame, or position, or when that training results in mental growth and power, in breadth of culture and refinement. A course of study that would answer the latter purpose, might not completely satisfy the claims of the former, while one based upon the principle that utility is the highest good in education, might dispense with much that the other would require.

Without discussing this question, however, for the present, but assuming that the High School, while it should meet all reasonable demands of utility, should have for its great end mental growth, power, culture and refinement, let us see what studies will best secure these results.

I. Mathematics. — Arithmetic, or so much of it as will suffice for the ordinary purposes of business, having been completed in the Grammar School, algebra will find its proper place at the beginning of the High School course. When this has been mastered, arithmetic may be profitably reviewed; for many of its principles can be much better explained and understood through the medium of algebraic formulæ. To algebra and review of arithmetic add geometry, the whole occupying not more than one-third of the time allotted to study, for two years or one half the entire course, and we shall have all the mathematics necessary for classes in general. Trigonometry, with its application to surveying, navigation and astronomy, should be included, but at the option of the pupil.

II. History, the natural sciences and a few kindred branches.

Those who enter the High School are supposed to be already familiar with the leading facts of American history, and with those of English history, so far as they bear directly upon our own. In the High School, history is to be studied mainly with the view of acquiring a more extensive knowledge of the most important events connected with the rise and progress of European and American civilization, and for the purpose of learning the true method of historical study. More than this cannot well be attempted; for history, almost more than any other branch, requires extensive reading and the judgment of maturer years, to weigh the conflicting statements of historians.

The history and the principles of the Constitution of the United States should be taught in the High School. No American citizen, certainly not the one who claims to be educated, ought to be ignorant of this foundation of our national strength, of those principles of government which we believe to be wisest and best, and which are destined to revolutionize the world.

The Natural Sciences, the object of studying which is not so much mental discipline as practical knowledge, although when rightly studied they are eminently adapted to develop the noblest powers of the soul, should hold a prominent place in a course of study. Intimately connected with the affairs of life, an important

element in the world's progress, contributing so largely to our happiness and welfare, they must of necessity hold a prominent place in any system of popular education. Physical geography, natural philosophy, physiology, natural history, botany, chemistry, geology, astronomy; — all claim attention and demand that, at the least, their leading facts and principles be intelligently studied. Drawing as a useful art, for those at least who exhibit a taste for it, and the elements of music as a science for all and as a means of enjoyment and refinement for many, should receive attention.

To these should be added the elements of political economy, and of mental and moral science, which, aside from their æsthetic value are scarcely less practical than those distinctively called natural sciences. The relations of capital to labor, the laws of supply and demand, of trade and commerce, the principles which lie at the foundation of a nation's national prosperity never needed to be understood more than now. Just emerging from a gigantic civil war, with business deranged and with a heavy national debt, it becomes us to see that the rising generation may, so far as possible, understand the conditions of the problem, how we shall best secure our individual and national prosperity.

If it is important to know the facts and principles of physical science, if in order to our happiness and usefulness, we must understand the mechanism of the body, scarcely less important is it that the facts and principles of the mind, so far as they can be definitely known, be an object of study. If all nature is but the "Expressed thoughts of the Creator," and we find so much in the material world that claims our attention and rewards our search, surely that which from the hand of the same Creator bears His image, and which distinguishes man as the noblest work of God, may be profitably studied, and that, too, with no necessity of losing ourselves in the mazes of philosophical speculation. The powers of the mind, the intellect, the susceptibilities and the will are facts, facts of momentous importance, facts which may be studied, and whose underlying principles may be apprehended by those who ought to be in the advanced classes of our High Schools.

In these days the principles of normal science cannot be too

earnestly inculcated. The nature of conscience, its relation to the other mental powers, the importance of heeding its monitions, our relations to our fellow-men and the consequent obligations, how we shall discharge these obligations; these and similar topics are objects of study and of thought, the value of which cannot be over-estimated. And I cannot but regard it as a great mistake that so many of our High Schools practically ignore an element in education so vitally important.

III. Language. Not the dry mechanical study of language, the only apparent aim of which is to crowd the memory with the greatest amount of grammatical rules and technicalities, but that which shall give practical results in power of expression, and which shall enrich and cultivate the mind.

To use language with accuracy, to be able to express thought with force and clearness, to catch the spirit and understand the meaning of others; these are practical results. The effort of comparison and discrimination, necessary in studying language, choosing this and rejecting that, seeking the best expression of thought, gives mental vigor.

Contact with the princely minds whose thoughts and sentiments are preserved in literature, ennobles and strengthens, cultivates and refines. The study of language, therefore, should have special prominence in the High School, the classics, especially Latin, one or more of the modern languages at the option of the pupil, English analysis, composition, study of English classics, history of English literature, the direction of the pupil's attention to the choicest treasures of literature and the inspiration of a genuine love for them; these, each in its due proportion, should all receive attention. And I would place in the list of English Classics the Bible, which is unsurpassed in purity and simplicity of style; which surpasses all human productions in grandeur and sublimity of thought, which for the truths it reveals, for the sentiments it inspires, and the views of life it presents, stands alone in the literature of the world.

The value of the Classics as a source of mental discipline when rightly studied needs no argument. They are, especially Latin, the



foundation of the modern languages of Southern Europe. Though of the past and accounted as dead because they are no longer spoken, they will live in the thoughts and literature of the present, and nothing can be substituted for them that will make their place good; though they be learned but imperfectly, and only a limited amount of time be given to them, yet their acquisition is a source of power and enjoyment. Banish the Classics from our schools and colleges, and the next generation will fail to appreciate much of our best literature.

Such is the outline of an English Course of Study for the High School. What the precise arrangement of these branches should be, how much time should be given to each, whether some may be omitted, or others added, must depend upon the circumstances of each school. My aim has been to present a general view of the classes of studies, specifying such branches as should ordinarily occupy a period of four years, and to indicate something of their relative importance rather than the precise amount of each.

If it be objected that too much work is laid out here for the average capacity of those who attend the High School, I would reply that it is not proposed to follow out each subject in all its details. In the sciences, if the leading facts and principles be mastered, if the pupil be inspired with enthusiasm and taught how to pursue his investigations subsequently for himself, it is all that can be expected. So in the study of language, that which is all important is to teach the pupil to use his own language correctly, to give him power of expression, to give him the key to the treasures of literature, and so to inspire him with love for literary culture that he will pursue it for its own sake, and find in it a lasting source of joy and strength. The object of such a course as this is not to fit for special callings in life, but to furnish a harmonious and symmetrical development on which as a foundation a superstructure may be built according to individual taste and adaptation. And, to this end, the more varied the training within certain limits, the broader the foundation. With our course of study harmoniously adjusted, embracing within proper limits all the good that can be obtained from science, literature,

and art, we shall, I believe, best secure the results we seek from the High School.

The High School has a work of greater importance and of a higher character than many think. It has a higher mission than merely to lengthen the Grammar School course a few terms. The fact that a great majority of pupils in our public schools never get to the High School, and that many who do enter it remain for a short time only, is no valid reason for abridging its course of study and retaining only the so-called *practical* branches. It is rather an argument for improving the Grammar School, so that it may better meet the wants of those who never get beyond it. Modify the High School as you will, and so long as it is a single step higher than the Grammar School, the many will not enter it. It must, therefore, from the necessities of the case, be adapted to the wants of a comparatively small part of our school population. That, however, the numbers in our High Schools may be increased, and ought to be, admits of little doubt. How shall it be done? Simply, I believe, by making the advantages of the High School fully equal to any that may be found outside of the college or female seminary. There are in every community those who feel the need of a liberal education, and who are worthy of it, who, nevertheless, cannot afford the expense, in these days, of the college or seminary. For such the High School must provide. From among them are to come our teachers, to a large extent, and in other walks of life they are to wield an influence that will more than repay any community for the best provision it can make for them. The High School should also meet the wants of those whose property is laid under contribution for the support of public education. The wealthy, whose tastes prompt them to a higher culture should not be debarred from the High School by the meagreness of its course of study. Make that course of study as complete and as comprehensive as it can be made; raise, if need be, the standard of admission to the High School, and we shall see the result in the increasing number of those who year by year will avail themselves of the advantages it affords.

## THE DEVELOPMENT OF KNOWLEDGE.

CENTURIES ago the human family began its existence. It was innocent and it was ignorant. It instinctively sought to satisfy the cravings of the body, just as the beasts of the field, and for a time experienced no other want. The organs of sense were called into action only to answer these requirements, and the power of motion was made subservient to the same end. Man was a good, a splendid animal; but there dwelt within him higher capabilities which were not content to lie slumbering. They were bestowed upon him that he might become godlike, and they must have free exercise or the great end of his being could never be attained. Moreover, outside of himself, all created and divine existence was courting his inquiry, was freely offering material and occasion for his thought, and was awaiting the movements of its master spirit. Man roused himself from his mental lethargy unto the consciousness of indwelling power. He opened his eyes to behold in nature somewhat more than corporeal sustenance, and a boundless desire was engendered for the possession of all knowledge. He converted his dormitory into a vast workshop; he began to use the avenues of perception for the transmission of intelligence, and remained no longer a mere animal, but became "a living soul."

To-day a child is born into the world. Puniest and most helpless of all beings, it nestles closely to the parent form, and gains the succor which it so much needs. Spontaneously it moves its limbs; activity is its innate law. That which it does at first without thought soon it delights to do from choice. Its senseless utterances become significant. The hand pulls and tears, the eyes search, the ears listen, the nostrils expand; the whole frame is irradiated by the enkindling mind. The little feeble one is longing to enter upon its limitless course of discipline and culture. The immortal part would enlarge itself to the fullest limit of its present dwelling and learn all that it can of matter and of spirit while it abides in this earthly tabernacle. The sphere of its efforts is the Creation and its Creator.

What the race has learned in thousands of years the child may learn in a score. The former has, with much labor and much weariness, plodded its devious and groping way from polar blank and frigid barrenness into the midst of tropical luxuriance and glory; the latter can quickly pass through the same gradations of experience in journeying from equatorial summit to widespread plain and torrid fruitfulness.

May we reason from the experience of the one to that of the other? May we use the record of the past as a guide in determining the pathway of the future? Shall the ever recurring comparisons of the infancy of the individual with the early years of the great family of man be of any avail to us in deciding upon the order and the method of development which is natural and which is true?

There is no doubt but that these resemblances have a profound significance. Whatever has transpired in history has been God's divinely conceived and executed succession of schemes for the welfare and perfection of his creature, and if this be admitted in respect to the outward circumstances of man's estate, is it not highly probable respecting his inner and nobler nature?

The considerations which have now been presented will certainly afford ground for some inferences; and may offer basis for credible opinions upon the right manner of training the child "in the way he should go."

First, we may infer an early period of unsystematic receptivity and unorganized thought. Life is entered upon in a world of wonders, and the mind goes forth and garners facts, as the toddling babe runs hither and thither, plucking bright flowers of every form and hue, and pressing them together in its tiny hand regardless of the harmonious blending of their shades. The hungering soul takes what is set before it, as it comes, in simple faith that all will be of service, without inquiring whether it can be digested and assimilated. Much time elapses and must elapse before the connection of part with part, and parts with whole can be definitely perceived. The joiner must have his pieces before he can do the finishing.

Again, we may judge that some will never pass beyond this



primary stage of intellectual activity. They appear to have no constructive capacity and, as far as can be seen, are destined to serve their fellows, by getting together the material for their use. They can tell what they have seen or can direct the gaze of others to it; but like the guide who shows the traveller the monuments of departed nations, they draw no lessons from their grand surroundings.

We may also conclude that imperfect ideas will frequently be entertained, most or all of which will be corrected as capacity increases. "Truth is eternal, but her effluence with endless change is fitted to the hour." The whole analogy makes it absurd to suppose that the point of view taken by a disciplined and experienced man, and the conclusions reached, can be assumed by an immature and untrained being, or granted to him. The decisions which are right to us, the principles we support and believe, the actions in which we now engage, will appear incomprehensible or wrong to youthful minds, as they would have done to our contemporaries had we lived thousands of years ago.

We may, likewise, infer that the continuity of progress will be occasionally interrupted. It has been in the past. Sometimes even there has appeared to be a protracted retrogression. Much that was thought to have been forever gained for humanity, has been seemingly lost in the great ebb tides of civilization. Many facts once known and made available, have slipped the memory, and must be relearned, and thus there will appear great blanks in the registers of mental history as void of intelligence as the emptiness of a sound sleep. So the exhaustion of bodily labor, the drafts made upon the attention by physical necessities, the drowsiness and dreaminess of fancy's flights, the sporting and trifling away of precious, irrecoverable hours, will annoy and perplex and baffle for a time the efforts which the educator may put forth for many a promising youth. Yet let us not judge nature harshly when thus she disturbs our plans, but rather let us learn to anticipate these pauses, and believe that they may be but the prelude to intenser throes toward a higher life.

Moreover, we may presume that the general order of advancement will be from the simple to the complex, and from the local to the unlimited. The beginning must be made with the person as he

is and where he is. He must be inducted into knowledge by starting with the material at hand, and build up his structure as symmetrically as he can. Benefit may be derived from all that which others have accomplished, but before he can use it largely he must learn as they did. "The youthful David will be hindered and hampered by the weighty armor of Saul." Though we may see what we regard as better ways than those in which we travelled, we may be assured that no royal road will be found, which shall open a course more sure and direct than that which the onward movement of the mind through the ages has laid open.

The analogy, which we have been considering, may be extended and made more clear by applying it to specific branches of learning. Thus the natural order in the development of language will be for the child to accept or invent names for objects, to associate with these the qualities which belong to them and which are readily apparent; to predicate of each object its qualities; to imitate the utterances of others; to symbolize language by drawing; to analyze the word into its syllables; the syllables into elementary sounds; elementary sounds into letters; to read and afterward to write. The technical study of grammar (*grapho*, to write) being in order, after all that which is most useful and practical in language has been attained. Musical knowledge would be acquired naturally in like manner. In mathematics, the outward necessities of life determine the early course. Beyond that amount of arithmetic which can be acquired by using fingers or pebbles for counting, nothing would be learned in its proper and natural place, until after the force of circumstances had compelled the measuring of the earth and the apportionment of landed property. Hence geometry has a prior claim to every other department of mathematical science, and abstract or mental arithmetic and similar divisions of it would come in among the later branches. Geography would be an early study, and would commence with the locality of the student. The homestead, the neighborhood, the hills and vales and streamlets; the temperature, moisture, and successive seasons, of one's own habitat, must naturally be objects of thought, before the remote or the comprehensive can be understood. History also is rightly begun in the present and at home by the

human being. It is a perversion of things to begin with the distant in time or place.

Enough has been said to indicate what order and method would be best in the thousand other lines of thought which are before the youthful mind. The sure past is the safest guide for the present and future, and if we examine its unfoldings we shall find therein the law of the right development of man.

NEW CONTRIBUTOR.

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### THE CIVIL SERVICE BILL.

"HAVE you read Mr. Jenckes's Civil Service Bill?" — "No, what is it?" is the question and answer which we have repeatedly heard within a few weeks respecting one of the most important measures which have been before the present or any previous Congress. There are now employed in the civil service of the United States more than sixty thousand men — more than the entire army and navy put together. To these men is intrusted the collection of the entire national revenue; our custom-houses, our internal revenue and post-offices are under their management. It is a sufficient commentary on the efficiency of these men, or of a portion of them at least, to state that it is a matter of proof, not of opinion or conjecture merely, but of positive *proof*, that the national treasury loses annually more than one hundred millions of dollars. This is not the place to enter upon a description of these enormous frauds. It is enough to say that they are perpetrated or winked at by men employed in the civil service of the country. It has been both vexing and amusing the past year to read in the daily papers how frauds were about to be exposed in New York and Washington. Mr. Binckley goes to New York and Mr. Courtney goes to Washington; Mr. B. telegraphs to the President and the President telegraphs to Mr. B. Mr. C. calls on Mr. Evarts and Mr. Evarts consults the authorities. Mr. Binckley is soon to make astounding revelations; Mr. Courtney knocks Mr. Binckley down, etc., etc. Those who are familiar with "Uncle Tom's Cabin" will remember what zeal was shown in the pursuit of the poor slave Eliza, "how Sam and Andy shouted, dogs barked here and there, and Mike and

Mose and Maudy and Fanny, and all the smaller specimens on the place both male and female, raced, clapped hands, whooped and shouted with outrageous officiousness and untiring zeal." More than one man I fancy has been reminded of this ludicrous scene in the pursuit of poor Eliza by the prosecutions of the rascals who compose the "whiskey ring."

Now it is a prominent object of the "Civil Service Bill" to put an end to all this nonsense; to have the revenue of the nation assessed and collected with justice, honesty, efficiency and promptness.

To attain this most important object the present system of political patronage is to be cut up root and branch. The custom-houses, the post-offices and the internal revenue offices are no longer to be filled by officious incompetency and political subserviency. The merits of a candidate for office will no longer consist in campaign speeches or the stuffing of ballot-boxes. A new department is to be created, at the head of which the Vice-President is to be placed. This department is to be called the department of the civil service. This will give a seat in the Cabinet to the Vice-President, and confer greater dignity and importance upon an office which is now little else than a sinecure. The various departments of the civil service will be filled, if Mr. Jenckes's bill becomes a law, not by nomination of members of Congress, but by those and those only who are best fitted for the service. This fitness will be determined by an examination of all who may choose to apply for positions in the several departments of the public service. There can be no opportunity for party favoritism; the only qualifications recognized will be unquestioned integrity of character and such other attainments as the service may require.

The bill proposed by Mr. Jenckes has been thoroughly studied in the light of the experience of other nations. England in her India service, and to some extent in her home service, now appoints to her civil service only those who can pass the required examination. The same is true of Prussia.

But the influence of this bill would extend beyond the sphere of the civil service. As soon as the examination above mentioned shall be instituted, it will have an important bearing upon our



schools; it will tend and will tell strongly upon the courses of study pursued in our Grammar and High Schools. This has already been the case in England.

But the greatest, and we think we may say the only difficulty with this bill is, that it is only a bill; it is not a law, and we fear will not immediately become one. There is too much corruption in the way. Congressmen we are soberly told cannot vote for it during the present session because of promises of future patronage made to their constituents. This obstacle will hardly become less in the future. The measure can only be carried by enlisting the great majority of the people in its favor. It is for this reason that we say a word in behalf of this most important measure in the *Teacher*. It is the duty of every teacher to use his influence in its behalf. It has no partisan aspects, it is not Whig, Democratic, Conservative or Republican. It is simply a great feature of national policy which must be adopted sooner or later if we would escape hopeless corruption and national bankruptcy. Our debt is large in amount, but it is small in comparison with our present and prospective means of payment. Let our revenues be carefully and economically collected, and we shall soon cease to hear complaints of the magnitude of our national debt.

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#### CONCERNING ADMISSION TO HIGH SCHOOLS.

I NOTICE the following in the January *Teacher*, in an article entitled "Reform in Grammar Schools":

"The instruction in the upper classes in the Grammar Schools, which is toned, shaped and limited by what these sets of questions have been and are expected to be, becomes text-book, technical and memoriter, accordingly excluding very often all the juice and richness of education."

This statement of cause and effect is, I am sorry to say, to a great extent true; but the blame of the latter lies at the door of those who give the former.

Teachers degrade themselves, their calling and their schools when they assume that the Grammar School is a nursery for the High. It is the grammar department that is most important, for all will agree

that seventy per cent. of pupils end their studies there, and from there go into the world of business.

A teacher ought not to be at all swayed by considerations of the High School; he ought not to make the committee's requirement his own limit; he ought to teach his subject, not so much of it as it is absolutely necessary to enable his class to answer their twenty questions; and that he may do these things he ought to keep the High School out of his mind entirely and neither know nor care how many of his pupils intend applying.

He can't do this I know, and here is his unanswerable argument, "I have chosen my profession and I must live by it, hence it is incumbent upon me to strain every nerve of my own and of my scholars in trying to fortify every weak point, and so anticipate every question the committee may ask; for if many of my scholars are rejected I shall be thought unfit for my position and lose it." There is force in that argument; every teacher knows the truth of it; and I think there are few who do not regret this state of things. While this state holds, the teacher's brain must be unceasingly active for weeks in the endeavors indicated above; not only does the subject occupy his waking hours, but even his dreams are full of it, and urgent need has he of his vacation when he gets it. The scholar's brain is no less tasked, and it is by no means uncommon for ambitious, high-spirited girls to overwork that organ, and either be sick before the examining day or else to become so nervous as to fail utterly. Meantime the lower classes are, and must be, more or less neglected; their time is lost, they acquire habits of idleness, their parents are dissatisfied, and the teacher has to bear the blame.

We might be content to bear these ills, if, by the system of questioning, a scholar's attainments could be known; I will give a few facts which have convinced me that they cannot.

One of my girls some years ago applied for admission to a High School where the admitting per cent. was 75. She had averaged 90 per cent. plus, throughout the year, but was rejected at last. Another year I had two girls who wished to enter a school in Boston; one had had 92.6 per cent. throughout the year (exclusive of behavior marks that so raise the figures of dull scholars); the

other, to whom I should have refused a certificate for applying in this town, had had 74.6 per cent. The former was rejected, the latter admitted conditionally. These facts and others like them have satisfied me, and doubtless hundreds of teachers have had a like experience.

It is no answer to these remarks to say that the system is as fair for one as for another, for it is unfair for all, and most unfair to those who are suffering from the hard study and anxious foreboding of several previous weeks.

There is no avoiding these evils except by making the average per cent. the year through, the basis of admission. Let 75, 80, or even 85 or 90 per cent. be required, and let all teachers make up their per cent. in the same manner, and, I venture to predict, not only will the High Schools stand higher, but the Grammar Schools will make decided advance. I see but one objection to such a plan amid so many benefits, and that is that teachers might be dishonest here and there, but the remedy for that is easy of application, — dismiss them and get better ones.

SILEX.

Dorchester, Jan. 20, 1869.

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### THE JUVENILE STAGE IN TEACHING READING.

THE initiatory process, lasting for a year, or a year and a half, as the case may be, ends in giving the child a knowledge of reading, in the lowest technical sense. He can name, and, it is presumed, sound the letters, and combine them into monosyllables, and into the simpler kind of dissyllables. He now knows that the groupings of forms which lie before him on a printed page represent words and sentences; he knows also, in general, though within certain very narrow limits, what these words and sentences are. We assume that it is quite superfluous in these days to point out the necessity for a carefully graduated and well-considered selection of reading lessons, of the importance of giving the child words conveying a meaning, and only such sentences as faithfully represent, in a somewhat improved form, his own little thoughts and modes of speech. To dwell on such established points would

be to waste time. The stage of the child's progress in the art of reading, on which we next enter, is one which we cannot approach with too much consideration, both of our specific aims and of our means of attaining them. For what does progress here mean? It means giving to the child more difficult and more numerous words to decipher, longer and more complex sentences to grasp, consecutive narrative to follow and understand. To do this would be unmeaning and futile, did we not presume a mental growth in the child corresponding to the growth of his command over written words and sentences. We presume that his daily experience, stimulated and intensified by school discipline, prompts to the acquisition of new words suited to express in oral intercourse the constant accession of new facts and fresh generalizations which observation has been from day to day forcing upon him, and which have added to the material stock, and indirectly to the capacity and power of his understanding. If such a progress has not been going on, the pages of his book will be to the child a series of hieroglyphics, which he may be laboriously taught to pronounce, but which he not only cannot interpret, but *cannot be taught* to interpret. The initiatory discipline involved in acquiring the rudiments of the art of reading, has, it is presumed, consolidated, and methodized both the words and the thought of the infant mind, and laid a firm basis for the future structure of knowledge. If it has not done this, it has not satisfied the condition that the reading should be intelligent. If the reading lessons of the second stage anticipate, instead of simply meeting, or, at most, slightly preceding the mental growth of the child, the bond up to that moment subsisting between the lesson to be acquired and the mind acquiring is broken, and the consentaneous and parallel movement of intellectual development and of progress in the technical art of reading gives place to a discord which is irreparable. A great and permanent injury is done to the pupil.

The significance and interest which ought to accompany every act of knowledge disappear, and the child is doomed to a future school career essentially dreary and unprofitable. That which ought to have been at worst a labor becomes a toil. We do not say that the pupil will stop short permanently at the point at which



he has been abruptly shunted off the intelligible into the unintelligible, and that all acquisition is thenceforth rendered impossible; but what he acquires in school will be an ineffectual knowledge of words and sentences uninspired by meaning and barren of results. One consequence of this will be that such discipline as he may receive will be so much at discord with the natural development of the mind, and made up so much of shreds and patches, that the trifling benefit which it does confer will not compensate for the aversion to all intellectual exercise which it is sure to engender. By inverting the intellectual order of growth, the teacher subverts the natural love of intellectual activity. This is the result of over-leaping a stage in the pupil's life and presenting him with reading lessons which do not truly reflect his mental growing and growth.

But this, it may be said, is a purely intellectual shortcoming; it may be admitted that it bears directly on one of the presumed aims of the school — the formation of a good habit of the intelligence; but this is of little consequence, inasmuch as we have already abjured such general theoretic aims, under the irresistible pressure of the *immediate* and practical requirements of the children of the poorer classes; our business is to teach them as expeditiously as possible to *read*.

If by this be meant that the work in hand is to teach the child to utter, with accurate pronunciation and with fair attention to "stops," the sounds of the human voice represented by certain typographical drawings upon paper, the expensive machinery of popular education should be broken up at once, and we should leave to the old dame-schoolmistress the work which a few technical rules will enable her to do sufficiently well. It is not such service that the State requires of the schoolmaster, nor is it such service as this that the competent schoolmaster would deign to render.

He may aim at what seems, when superficially viewed, to be a merely technical end, — namely, to teach to read easily, intelligently, and intelligibly, the more common current literature.

But the true object of his teaching is much more than this: for how shall a child learn to read *easily* if the acquired words are to him dead things? if the sound recall to his mind no living reality of his experience, and remains unsupported by any suggestive association?

How can he read *intelligently*, if he does not understand? How can he read *intelligibly*, — that is, in such a way as to be understood, — if the sentences which he mechanically enunciates transcend his comprehension? Accordingly, the competent teacher finds that the process or method by which the technical end in its highest and only rational sense can be attained, must be determined by the intellectual growth and needs of the pupil. Thus, the general theoretic end and the special technical end of the school-room again in this, the second or juvenile stage of the child's progress, support and justify each other, when rightly understood.

And to what practical conclusions does this fact compel the thoughtful schoolmaster? To these, *first*, that the reading lessons of the child must, if the art of reading is to be properly acquired, be graduated in difficulty, considered as mere reading lessons; *secondly*, that they must be as *various* in their language and subjects as the pupil's own experiences, giving these shape and development, otherwise the phraseology of general literature will be forever a sealed book; *thirdly*, that they must be abundant in respect of quantity, if the reading is afterwards to be easy; and *fourthly*, that the subjects treated, and the style of treating them, must be graduated in accordance with the growth of mind, if the reading is to be intelligent and intelligible. Graduation in words and sentences, graduation in the thoughts and subjects of which these treat, variety and quantity, — such succinctly stated, must be the qualities of the reading lessons to which the teacher should, in the juvenile stage, introduce his pupils. In other and more general words, the reading lessons, if they are thoroughly to attain their merely technical end, are, in respect of quantity and variety, to reflect faithfully, but in a more perfect form, the full range of the child's daily mental life, and in their graduation the *order of growth* of his capacities.

It would seem, then, that effectually to teach a child to read, it is necessary to adapt ourselves to the child's intellectual wants as well as to his capabilities. The question of the method of teaching reading, accordingly, passes, in the juvenile stage, into another and a higher and larger question, — the method of training, informing, and disciplining the young intelligence itself. The kind of reading

which accomplishes this, will most effectually secure the technical end; while the possession of the technical power so acquired will be a guarantee that the child has been thus far *educated*. — *Primary Instruction*, by Simon S. Laurie.

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## REPLY TO J. D. P.

MESSRS. EDITORS, — In the *Teacher* for December, an article appeared from the pen of Mr. Philbrick, of Boston, expressing his surprise at the nature of my references to his views on the subject of "Programmes of Instruction" contained in my paper on "Reforms in Grammar Schools," in the *Teacher* for November, and presenting arguments and quotations to prove that I had misrepresented him and done him great injustice.

I am not disposed to write a line to controvert what he has said in that article. It is enough that he believes himself to have been wronged by my statement, to constrain me from even an attempt to show how I was misled into the conviction that he held the views that I had attributed to him. I am certainly too faithful to the cause to which we both are giving our energies, to push any point unnecessarily, that has disturbed another's feelings, and that other, one to whose thoughts and labors in behalf of popular education I am happy to acknowledge my great indebtedness, and in whose friendship in the future I trust to renew the satisfactions of the past.

H. F. H.

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## PRACTICAL LESSON ON OBJECTS.

[Object Lessons are not peculiar to the present system of teaching. The early volumes of *The American Annals of Education*, contain some excellent lessons of this sort. We give the following as a specimen. It is from the February number, 1832, and is certainly good enough to appear in the February number of the *Massachusetts Teacher*, 1869.]

WHAT is this which I hold in my hand? Of what is it made? — Yes; the blade and part of the handle are made of iron, the rest

is of horn. This white part is horn; it is I believe part of the horn of a deer. You may all write down upon your slates, the names of all the animals you have seen or heard of which have horns.

Robert, will you read over your list? "Deer, ox, goat, sheep, elephant." Has the elephant horns? "There is something looking like two horns." They are tusks, or long teeth. Many other animals have horns; the buffalo, the antelope, the ibex, and the rhinoceros. The latter, however, has but one. Knife-handles are sometimes made of bone. Can you tell me how many living creatures have bones? "Do not all?" All large animals do indeed; but there are insects and some smaller animals which have no bone. Did you write down the names of the animals which have horns? "No." Well, you may immediately, before you forget them. I will give you time.

You have already told me that the blade of the penknife is iron. Are the blades of all knives made of iron? "Some are made of steel." True, they are generally made of steel; but steel is only iron made hard by a process which I am not now prepared to explain. Can you tell me why knife-blades are made of steel, rather than iron, which has not been changed into steel? "Because steel is harder than iron." Yes; but why is it necessary to have it harder? Why would not a knife be just as good made of the softer iron? "It would not cut so well, and would not keep sharp so long." And why would it not keep sharp just as long? "The edge would turn." Would not lead make knife-blades? "No." Would not gold or silver? "I do not know." By no means. Gold is softer than silver; and silver is not so hard as iron. No, there is no metal so well adapted to the purpose of making edge tools as iron; that is, iron hardened into steel. Some savage nations have used edge tools made of copper, or even flint-stone. They answer, however, but a very indifferent purpose.

Think now of all the sharp, cutting instruments you can, and write their names on your slates, always taking care to spell them correctly. I shall return in a little while, and see how many you have thought of.

Well, — Samuel, you may read this time. "Razor, scissors, case-



knife, butcher's knife, axe, chisel, shaving-knife." Quite a respectable list; if any of you have thought of any others, raise your hands. Robert, what have you? "Plane." Very well. Matthew, what is yours? "Lance." You mean lancet, such as is used in bleeding people, do you not? "Yes."

You may now write down the names of all the things you can think of, made of either iron or steel. First, all you can find in this room; next, all you know of, or have heard of. I will instruct another class in the mean time, and then return.

Some one of you may read your list of words. "May I?" Yes. "Knife, key, dividers, andiron, stove, shovel, tongs, nails, hinges, lock, latch, axe, scissors." Do you find all these in the room? "Yes." Well, go on and enumerate those which you find elsewhere. "Lightning-rod, chain, ploughshare, hoe, wire, gun, bayonet, sword, hammer, kettle, pot, horse-shoe, ox-shoe, pitchfork, scythe, axletree, spindle, gridiron, sledge, bodkin, needle, knitting-needle, wedge."

Why, this is a very important list. Can any of you add to it? Well, Henry, I see your hand is raised; what have you? "Razor, chisel, plane." And, John, what have you? "Shaving-knife."

Now I should be glad to have you all take this list of words for the next spelling lesson. It is quite long enough, for some of the words are rather difficult. But it will be first necessary for me to examine it and ascertain whether you have written all the words correctly. I will take your list, John, and correct that, and then the others may take the slate and correct theirs from it. And I shall be much pleased if you can tell me the meaning of the words, when you come to spell them. Chain, for example; I should be glad to have you tell me how a chain is made; by whom; what are its uses, etc.

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HAVE a care to whom you speak, of whom, of what, and where.

METHOD is the hinge of teaching.

## Editors' Department.

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### THE MASSACHUSETTS TEACHER.

WE are glad to chronicle on the part of the teachers of our State a new interest in their organ. An examination of the subscription list revealed the fact that the names of all those who are enrolled as teachers in our commonwealth are not found upon it. The astonishment this awakened was only equalled by the determination expressed that an opportunity should be given all to have their names added to that list. An energetic committee took the matter in charge, and thus far have met with unprecedented success. Favorable reports come in from all directions. The whole State has not yet been heard from; but if the returns received are any indication of the grand result, the *Massachusetts Teacher* is about to have a list of subscribers greatly exceeding that of any preceding year,—one alike creditable to itself and those it serves.

A city in the eastern part of the State furnished last year *fourteen* subscribers. This year it has already carried its list to *seventy-five*.

Extra exertions were last year made in one of our western towns, and *sixteen* subscribers obtained. This year the number from that town has been increased to *thirty*.

The chairman of the School Committee in one of our smaller towns, sends on *six* names, generously advancing the money, and allowing the teachers to pay him when they choose.

Another chairman in a town consisting of three districts, subscribes for *three* copies, one for each district.

We give these as specimens of the returns Mr. Daniell is constantly receiving, in response to the circular of the committee. Let the good work go on, that it may be said that at least one State handsomely supports its teachers' journal.

Our thanks are due to the School Committees of the State for the cordial manner in which they have seconded the efforts made to increase the circulation of the *Teacher*. We assure them that these efforts are not made to subserve private interests. The *Teacher* never has been, and never will be, while the property of the State Associa-

tion, a money-making magazine. But the better it is supported, the better will it serve the great cause of popular education.

The *Teacher* has enjoyed a popularity outside of the State, which has given us great satisfaction. It has subscribers in all parts of the Union, and the number is constantly increasing. Remittances from these are very often accompanied by kind and commendatory words. Before us lies a letter just received from the Superintendent of Schools in one of our largest western cities, in which he says: "Please give me credit for enclosed, three dollars, and send for the time covered by the money. I consider the *Teacher* the best of the periodicals I have, and am not willing to forego the pleasure of its perusal."

We the more, however, rejoice in this renewed home-interest, since it will enable us to make the *Teacher* a better representative of the teachers of Massachusetts, and of the State itself.

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#### THE EDUCATIONAL EXCHANGE.

*Visitor.* Is this the office of the *Massachusetts Teacher*?

*Editor.* It is, sir. Walk in, and take a seat.

*Vis.* Good; glad to find it. It is well for every publication to have a "local habitation" as well as a name. I have observed for several years upon the cover of the *Teacher*, "published at 119 Washington Street"; and I presume it was. But unfortunately, I could never find the office open; and after several attempts, concluded to get my exercise in some other way than mounting those stairs.

*Ed.* That was just our experience till we had a key. Then we could always gain entrance; but could not always find comfort. A stove without any fire in it may be ornamental; but it hardly meets one's expectations in cold weather. However, there is to be nothing more of that sort. Here you will always find the door, if not "on golden hinges turning," opening willingly, and warmth and comfort within.

*Vis.* Why do you call it an *Exchange*? Are you going to open an office for general educational business?

*Ed.* We have not fully developed our plan yet. But our business for the present will be principally the *exchange of ideas*. We shall not be very close in our bargains, but willing to give even more than we receive. You observe on that long table, all the principal educational journals of the country. They are at the service of our visitors, and, besides, on some occasions you will meet here very many who like yourself are engaged in educational work, who will be very happy to exchange opinions with you, and give you the results of their experience. We hope to be able to offer you the best that is known and done in the educational world.

*Vis.* What use are you going to make of all those shelves?

*Ed.* Various publishers of school-books and educational works have joined with us in this enterprise and will exhibit here copies of their respective publications. Those shelves will soon be filled. Whoever then wishes to know what books have been published, or make a comparison between text-books upon the same subject, will have an opportunity to do so.

*Vis.* Do you throw open these privileges to all?

*Ed.* Yes, to all interested in the cause of education. We want to make this a sort of teachers' home; a place of resort for members of School Committees, or any who have any interest in, or are in any way engaged in, educational work.

*Vis.* Success attend you! Just such a place as this is needed, and I have no doubt you will find it appreciated. I have called in to pay my arrearages. That I am two years behind on the *Massachusetts Teacher* is not wholly my fault. I called several times to settle my bill, but could not gain entrance. Please take pay also for the present year.

*Ed.* Thank you. There are several of our subscribers in arrears; but I am afraid some of them have not so good an excuse as you have. When they hear of our new abode, we hope they will follow your example.

*Vis.* That they will do, you may be sure. Your subscribers may be forgetful; but they are not dishonest. Good morning.

*Ed.* Good morning, sir. Call often. *Don't forget the number.* 119 WASHINGTON STREET (up one flight).

### NEW EDUCATIONAL JOURNALS.

THE MAINE NORMAL appears this year under the title of THE MAINE JOURNAL OF EDUCATION. A. P. Stone, Resident Editor; also, a Board of twelve monthly editors. Published at Portland. It makes an excellent appearance, and at once takes its position in line with the best of like publications. We think we know this A. P. Stone, and we believe our readers know him. But very few years have passed since our own journal bore his name upon its cover, — not simply for ornament, as many valuable articles signed "A. P. S.," will testify. We congratulate our friends in Maine upon having secured his services. Success to their journal under whatever title.

THE INDIANA TEACHER made its first appearance with the new year. A. C. Shortridge, George P. Brown, and W. A. Bell, editors. Published at Indianapolis. It has a very cheerful, attractive look, and if first impressions go for anything, will find a host of friends. Able writers have been enlisted, and it promises to do good service in the educational field. May it meet with ample success.

The SOUTHERN ILLINOIS TEACHER comes to us in a small quarto form of eight pages. It is published semi-monthly at Cairo, by Joel D. Morgan. We



sincerely hope he will succeed in his enterprise. He has faith even in "Egypt." Able and strong as the ILLINOIS TEACHER is, we do not believe it will object to a co-laborer in that part of the State.

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#### MEETING AT THE EDUCATIONAL ROOM, JANUARY 16, 1869.

THE meeting was called to order by the President. Mr. M. G. Daniell, of Boston, who announced as the topic for consideration: "*Arithmetic,—what place should it occupy in the school curriculum; how early should it be begun; in what order should its portions be studied; what objects should be kept in view while teaching it; to what extent should the text-book be used; whether principles should be taught first and rules deduced from them; or, whether processes should be learned first and principles afterwards; whether the work should be laid out by topics, or by pages in the text-book, etc., etc.*"

He said that upon all these points, there are differences of opinion, and by discussion we may hope to arrive at something near the truth. Copies of the Programme of Instruction for the Primary and Grammar Schools of New Bedford were distributed to teachers at the recent meeting of the State Association. This course was the fruit of much thought and deliberation on the part of its author, who is well-known to be a man of decided convictions, considerably at variance with the recently existing state of affairs in many of our schools. A new scheme of study has lately been adopted for the City of Boston, framed by the indefatigable Superintendent, who, as is well known, never proposes anything which is not the result of careful and thorough study of the subject in all its branches. The Superintendent of Schools in Charlestown has also prepared, at the cost, no doubt, of much time and labor, a plan for the schools under his charge. There may be other programmes with which gentlemen are acquainted. The speaker proceeded to indicate more fully one or two points; saying that Mr. Harrington emphasizes all along the teaching of principles, and would appear to deprecate any advance until the principle under consideration had been thoroughly understood. Mr. Philbrick, on the other hand, if fully understood, does not make the discussion of principles prominent until scholars have been nearly through the book. Whether the latter would recommend this course under all circumstances is uncertain, but it has thus much in its favor. Provision is hereby made for that large class of scholars, who are obliged to leave school before the course is completed, that they may have, at least, a practical knowledge of the processes which will be needed in the ordinary work of life. So we find the pupils advanced through decimal fractions at the end of the second year, and through the ground rules and reduction in the first year. Mr. Harrington claims that time and labor will be saved by combining certain subjects which in text-books are generally separated. As for example, the numeration of decimals with that of integers, and the reduction of common and decimal fractions with that of whole numbers. Again, to what extent shall we be bound

by the order and method of the text-book? Mere text-book teaching has become so common, that courses of study have been fixed more by book-makers than by teachers or committees. One author gives ten examples for practice, under a given rule; another, fifty. Mr. Harrington advises that examples be obtained outside of the text-book, and recommends the use of a part (we may infer, in some cases, a small part), of those in the book. If those in the book are well chosen, what is the advantage of omitting twenty and taking twenty from some other source? It may be well, at times, to omit some, but not for the purpose of putting like ones in their place. The disposal which Mr. Philbrick makes of mental arithmetic, also, having it taught only in connection with the written, opens a field for profitable inquiry.

Mr. Philbrick, on invitation, expressed his pleasure that the subject under consideration had been selected, and hoped that his printed ideas would be faithfully criticised and investigated, as he was open to conviction, and wished the views of practical teachers to have their just influence with him.

Mr. Smith, of Dorchester, approved of the method of numeration presented in Mr. Harrington's Manual, and believed that pupils would learn tens, tenths, etc., with greater ease by noting their bilateral symmetry. Tedious rules are found in some arithmetics of national reputation, but the whole work is done in a shorter time by the young scholar in following Mr. Harrington's course than the former. Dime, dollar, and a few similar words, are all that are needed to generalize the decimal system. Years ago, the speaker used an arithmetic of this kind, and wonderful results were secured in the class.

Mr. Harrington said he would present a practical illustration of his method. Children of nine years, in one school of his city, had been taught arithmetic but one and a half hours, at the time of his recent visit to them, and yet he found they had so mastered numeration that he could not baffle them with fair examples. They performed sums in addition, putting the point in its proper place. He asked questions on the various steps involved, and they answered well.

Mr. Chase, of Watertown. Let the putting of the point be a fact to children until they are competent to receive the principle; but when numeration and reduction are taught, let it be once for all: the fewer rules the better.

Mr. Payson, of Chelsea, believed it to be radically wrong to crowd the young mind with all the varieties of principles in arithmetic. He approved of teaching whole numbers and decimals mechanically, just as the multiplication table is taught, and of leaving off the reasons till the child is able to comprehend them.

Mr. Harrington asked why teach mechanically at all; why not wait till he is old enough to understand. I would not teach the multiplication table mechanically, but develop it from objects. In Prussia a large numerical frame is used, and children go to it and do all their multiplying by it. I would not press a child too fast, nor too far, but so far as a child can understand, teach.

Mr. Copeland, of Watertown, thought the complicated rules for division of decimals were unnecessary. Tenths divided by tenths gives whole ones, and also hundredths by hundredths. Look at the divisor and note its denomination.

Dividing to the same denomination will give the whole ones of the quotient and thus is the place of the point indicated.

Mr. Bentley, of Brookline, doubted if anything would be gained in the end by having the numeration of whole numbers and decimals learned together. According to the common arrangement of books, no benefit would arise from it, and the child's idea of progress is disturbed, if the programme does not follow the order of the book.

Mr. Eaton, of Charlestown. The study of arithmetic is either a matter of necessity or of discipline. If the former, many examples now used should be omitted; if the latter, are not mechanical processes more injurious than beneficial? He thought that pupils, nine years of age could not go beyond six figures in reckoning. In making out a programme no person can do as he would if he could control its execution; but the actual wants of the mass of the pupils should be considered; and every plan must be modified to suit exigencies.

Mr. Waterman, of Newton. How much should be required in arithmetic depends on the way in which it is presented. The colored people of Baltimore could readily learn the multiplication table by their fingers, but could not abstractly for some time. It is more important for most persons to know how to do a thing than to spend a winter on complicated questions and principles. I object to carrying through mental arithmetic before written. Practice, much practice, is what is needed, and after it one week on principles will be vastly more useful than before.

Mr. Philbrick. "Where is the true place of mental arithmetic?" is an important question. I sometimes think that Warren Colburn was not wise in introducing it as he did. Let us use that which will secure the best discipline and bring forward no difficulties, for enough will arise of themselves as the pupil advances.

Mr. Clark, of South Boston. I find the tendency of lady teachers is to run into large numbers while teaching the fundamental rules. We are trying thus to teach children as developed adults. Many also present numbers in the abstract wholly. In the lower classes of the Grammar School I would not go beyond three figures, and would make this work practical by taking examples such as might arise in their own trading. Some persons seem to be insane on the subject of mental arithmetic, the teaching of which is a nuisance, and the tendency, if the expression is allowable, intellectually immoral. The text-book used too often binds the teacher to the line of reasoning there presented. In eight of the fourteen rooms of the Lincoln School arithmetic is taught without a text-book. The teachers go right to the work of presenting common and decimal fractions, as well as whole numbers; and the pupils are encouraged to invent examples.

Mr. Snow, of Wakefield. Colburn's Mental Arithmetic was formerly used exclusively at the West, and pupils in the High Schools under my charge failed in written arithmetic and algebra. The Committee were very tenacious in regard to this subject; yet the boys were incapable of logical processes after studying it. I believe in mental arithmetic as the business man does. We may

ask, What is the mental discipline needed at this early stage? As we learn to swim by swimming, so we can best learn to cipher by ciphering. Some teachers feel bound to look over the text-book in preparing each lesson. I do not believe in it; the true way is always to think over the subject.

Mr. Putnam, of Boston, expressed his astonishment at the amount and character of work which young scholars can do. When the subject is presented earnestly without the text-book, pupils are benefited in more ways than one. They give far better attention to the lesson, and an enthusiasm is secured which is the best means of maintaining good order.

N. E. WILLIS, *Recording Secretary.*

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### BRIDGEWATER STATE NORMAL SCHOOL.

THIS is one of the four State Normal Schools under the direction of the Massachusetts Board of Education. The design of the Normal School is strictly professional; that is, to prepare in the best possible manner, the pupils for the work of organizing, governing and instructing the public schools of the Commonwealth.

This school was opened in Bridgewater in September 1840. During the first thirteen years of its existence it was under the charge of Nicholas Tillinghast, a man admirably adapted to the position. He entered upon his work when Normal Schools were an experiment; but, by his wise and skilful management, he overcame all obstacles and established the school on a firm foundation. The next seven years it was under the care of Marshall Conant, who conducted it with marked ability and success. Since August 1860, it has been under the charge of the present Principal, Albert G. Boyden.

The whole number of students since the organization of the school has been 1,659; of these 1,027 have completed the course of study and have received certificates of diplomas. After an existence of twenty-eight years, during which it has been constantly gaining in public favor, it will be interesting to notice some of the results of the work of this school as indicated by the positions occupied by its graduates.

Graduates of the school employed in State or city Normal Schools:

Dana P. Colburn, assistant in this school, the first Principal of the Rhode Island Normal School, deceased.

Joshua Kendall, assistant in this school, the second Principal of the Rhode Island Normal School, now teacher of a private school in Cambridge.

Richard Edwards, assistant in this school, first Principal of the Salem State Normal School, also of the St. Louis Normal School, now President of the Illinois Normal University.

Ahira Holmes, Principal of a Normal School in California.

Albert G. Boyden, assistant in this school, Principal of the High School in Salem, sub-master of a Grammar School in Boston, now principal of this school.



Edward C. Delano, Principal of the Chicago Normal School.

Daniel S. Wentworth, Principal of Cook County Normal School, Illinois.

George M. Gage, Principal of the Western Maine Normal School, now Principal of the State Normal School, Minn.

Grenville T. Fletcher, Principal of the Eastern Maine Normal School.

Mary J. Cragin, the second Principal of the St. Louis Normal School.

Henry T. Hartwell, Principal of the colored Normal School in Baltimore.

Edwin C. Hewett, Thomas Metcalf, Albert Stetson, Professors in the Illinois Normal University. Mr. Hewett was formerly assistant in this school.

Ira Moore, assistant in this school, then Professor in the Illinois Normal University, now Professor of Mathematics in the State University of Minnesota.

Martha K. Crosby, Elizabeth Weston, assistants in the Salem State Normal School. Julia A. Sears, Helen B. Coffin, Clara Fletcher, assistants in the Maine Normal Schools, Elvira M. Clark, assistant in State Normal School, Randolph, Vt.

Adin A. Ballou, Jairus Lincoln, Jr., Leander A. Darling, Benj. F. Clarke, Warren T. Copeland, Charles F. Dexter, Austin Sanford, Nancy Blackington, Elizabeth Crafts, Charlotte A. Comstock, Ellen G. Brown, Emeline F. Fisher, Edward W. Stephenson, former assistants in this school.

George H. Martin, Albert E. Winship, Eliza B. Woodward, Alice Richards, Mary H. Leonard, present assistants in this school.

Bessie T. Capen, assistant in the Boston Normal School.

Graduates employed in Grammar and High Schools:

In Boston, Nathan E. Willis, sub-master in English High School; Robert C. Metcalf, Master of the Adams School; Granville B. Putnam, Master of the Franklin School; Sarah J. Baker, Principal of the Dudley School, the only lady principal of a Boston Grammar School.

Quincy E. Dickerman, Phineas G. Parmenter, William H. Ward, Thomas H. Barnes, Alfred Bunker, sub-masters.

Henry C. Bullard, Edward Southworth, Fred. O. Ellis, Ushers.

Lydia A. Arnold, assistant in Roxbury High School; Mary Young, Anna M. Penniman, Maria D. Kimball, Martha F. Winning, Louisa Tucker, Philena W. Rounselle, head assistants.

John Kneeland, many years Principal of the Washington School, now teacher of a private school in Boston Highlands.

Principals of Grammar Schools in other cities and large towns:

Samuel S. Wilson, George T. Littlefield, in Charlestown; David H. Daniels, David Bentley, in Brookline; Guilford D. Bigelow, in Brighton; Rufus Sawyer, in Medford; George A. Walton, in Lawrence, now teacher in the State Teachers' Institute; William P. Hayward, Jacob F. Brown, Levi F. Warren, in Salem; Leander Waterman, Henry F. Howard, in Newton; Warren T. Copeland, in Watertown; Francis T. Crafts, in Milton; Edward I. Comins, in Worcester; Owen B. Stone, in Warren; Aaron H. Cornish, in Plymouth; Wm. R. Gordon, in Fall River; Albert J. Manchester, in Providence, R. I.; J. Henry Root, in New Haven, Conn.

Employed in High Schools:

Ellis Holmes, Principal, in San Francisco, Cal.; James D. Whitmore, associate Principal, New Haven, Conn.; Simeon S. Sanborn, Principal in Wellfleet; Narcissa Y. Chase, in Fall River; Martha Keith, in Bridgewater; Mary S. Mendell, in New Bedford; Jemima F. Austin, in San Francisco, Cal.

Graduates since 1860, who are now principals of High or Grammar Schools:

Of High Schools: Edward H. Peabody, in North Easton; Cyrus A. Cole, in Reading; William H. Russell, in Barnstable; Alonzo Meserve, in Abington; Horace A. Freeman, in Bridgewater.

Of Grammar Schools: Josiah F. Baxter, in Nantucket; Thomas H. West, in Randolph; William B. Atwood, Samuel J. Bullock, in Milton; Ezra N. Smith, in Nahant; J. Milton Hall, in Fall River; Silas H. Haskell, Henry F. Howard, in Newton; Henry C. Sawin, in Andover; Nathan P. Soule, in Hingham; Oliver Howard, in South Easton; Beriah T. Hillman, in Quincy; John D. Billings, Albert F. Ring, in Jamaica Plain; James M. Sawin, in Providence, R. I.; Moses W. D. Hurd, Collinsville, Conn.

The salaries of these recent graduates range from \$600 to \$1,800.

Graduates employed in private schools and colleges:

In the Chauncy Hall School, Boston: William H. Ladd, Associate Principal; Horace Chapin, Teacher of Mathematics; Oliver F. Bryant, Teacher of Natural Sciences.

In the English and Classical School, West Newton: Nathaniel T. Allen, James T. Allen, Principals; Fanny E. Kilburn, Assistant.

In Friends' Academy, New Bedford: E. A. H. Allen, Principal; Elvira Johnson, Assistant.

Harriet L. Fiske, in Institution for Deaf Mutes, at Northampton.

Charles M. Barrows, teacher of a private school at Hyde Park; Fanny C. Brownell, teacher in Bradford Academy; Ezra W. Sampson, John T. Prince, Warren T. Hillman, in the Academic Department of the Washington University, St. Louis; Darius Hadley, Dean Academy, Franklin.

William Watson, Professor of Mathematics in the Institute of Technology, Boston; Benjamin F. Clarke, Professor in Brown University.

This enumeration includes only those graduates who occupy the more prominent positions in the larger towns, and not all of these. It does not include the larger number of graduates who are teaching in the smaller towns and in the ungraded schools. The lady graduates are too numerous to particularize. They are employed in the different grades of the public schools in all the cities of the State, and in nearly every town in the south-eastern part of the State.

Many of these graduates have made teaching a profession; some of them have taught more than twenty years. Their influence is not confined to their own schools, but indirectly their methods of teaching affect many other teachers. The reflex influence is manifested in this school; applicants for admission now come better prepared than in former years.

Nine-tenths of all of the graduates of the last eight years have engaged in teaching, and ninety-eight per cent of this number have taught in the public

schools, the remainder in private schools. More than five-eighths of all the graduates of this period are now teaching.

The success of the graduates in their work is shown in the fact that they hold many of the best positions in the public schools, and further in the fact that the calls for teachers received at this school each year is many times the number of graduates for the year. The applications come from all parts of the State and from other States, and for teachers for all grades of schools, both public and private.

The Normal School has its distinctive work, which does not interfere with any other class of schools; but on the contrary just so far as it prepares good teachers and disseminates improved methods of teaching it is an indispensable aid to all other schools, and a blessing to the community. The people of the Old Colony may justly feel a deep interest in the prosperity of an institution having such a record as that here given. It deserves their generous and hearty support, not only for what it has done, but that it may be the means of accomplishing still greater good.

B.

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## INTELLIGENCE.

*Items for this department should be sent to G. B. Putnam, Franklin School.*

REV. HENRY S. KELSEY, a graduate of Amherst, and formerly a tutor in that college, sailed on the 6th of January, to take charge of a Normal School in Mobile, sustained by the American Missionary Association.

REV. J. W. ALVORD, General Superintendent of Schools under the charge of the Freedmen's Bureau, reports as under his direction and supervision 1831 schools, 2,291 teachers, and 104,327 pupils.

PROF. LIONEL TENNEY, of Northampton, recently died at the age of 66, having been a teacher more than forty years. He was formerly an instructor in Phillips Academy, Andover, and in the preparatory department of Marietta College, Ohio, after which he was at the head of the Marietta Female Academy for twenty years. He was noted for energy and integrity, and was most highly esteemed for his moral worth.

O. C. PITKIN, the popular Principal of the Chelsea High School, has accepted the position of Superintendent of Public Schools in the young city of Taunton. The office was established in August last.

GEN. FRANK A. WALKER, of the class of '60, Amherst College, for a time teacher in Williston Seminary, and more recently one of the Editors of the *Springfield Republican*, has been appointed to the charge of the statistical work in the Revenue Department at Washington. His industry, zeal, and familiarity with questions of finance and revenue, admirably fit him for this responsible position.

M. F. DICKINSON, JR., of the class of '62, Amherst College, and a successful teacher in Williston Seminary, has been appointed Assistant U. S. District Attorney in this city. We regret that such young men as Walker and Dickinson could not have been retained in the teachers' profession.

O. C. DIMICK, of Newton, has entered upon his duties as Sub-Master in the Chapman School, Boston, succeeding S. C. Stone, transferred to the Lewis School.

E. B. FOX, Principal of the Grammar School, East Weymouth, has gone to take charge of a large school in Fort Wayne, Indiana.

MR. BOYDEN, of Danvers, has been elected as Mr. Russell's successor in the Centre Grammar School, Watertown.

JOHN S. HAYES, of Peabody, succeeds Mr. Sanborn in the Cradock School, Medford.

CHARLES H. GOULDING, has been transferred from the Rockville School, to the Bowditch, succeeding Mr. Hayes.

MISS SUSAN B. HUDSON has been appointed Head Assistant in the Williams School, Chelsea, as a successor of Miss M. E. Allen, who now fills a similar position in the Chapman School, Boston.

MISS KATE L. BARKER, of Foxboro', has been appointed a teacher in the Boylston Street Primary School, Brookline. Miss Anna C. Webster, of Reading, is appointed an Assistant in the Ward Grammar School, Brookline.

REV. SIMEON COLTON, D.D. died at Ashboro', N. C., December 27th, 1868, aged 84. He was a teacher more than fifty years, and minister at Palmer, Massachusetts, ten years.

He graduated at Yale in 1806, and then became the first Principal of Monson Academy. He taught at Monson ten years in two terms of service, the second of which was after his dismissal from his pastorate. He was two years Principal of Leicester Academy, and several years a teacher at Amherst, Massachusetts. In 1834 he went South, where in North Carolina and in Mississippi he had charge of several important institutions. He was an earnest, faithful teacher, and full of the spirit of self-sacrifice. He trained a great many students for college. Among his pupils at Monson were Profs. Larned and Loomis of Yale, Prof. Sophocles of Harvard, and Dr. Henry Barnard of Washington, D. C.

*New York.* The number of school children in the State is reported as 1,464,424, of whom only 971,512 attend school at all. The schools cost \$2,520,000.

*Illinois* has 10,705 schools; 8,240 male and 10,797 female teachers, and 826,820 pupils.

*Pennsylvania* has 800,575 pupils in her schools.

*Delaware.* The leading papers of the State are beginning to denounce the whipping post as a relic of barbarism, and the want of a school system a disgrace. We shall expect to see a *Delaware Teacher* among our exchanges by and by.



The Saratoga Board of Education, when it was established two years ago, deemed whipping inexpedient, and passed a resolution forbidding the infliction of corporal punishment. They now think the plan does not work well, and have rescinded the resolution.—*Journal*.

Corporal punishment in schools has been entirely abolished with success in one district in Boston, where there are over 1,000 pupils. — *Transcript*.

We are informed that the above statement which has gone the rounds of the papers, gives a wrong impression. The fact is, that in a *girls'* school, and the primary classes connected with it, there was no corporal punishment for *three months*. The teachers abstained from it at the earnest request of the Chairman of the Committee. We shall be glad if they can continue to do so, *if the schools do not thereby suffer*.

**PUBLIC LIBRARIES.**—Of the five libraries in this country having over 100,000 volumes, three are in Boston and Cambridge. First is the library of Congress, with 175,000 volumes; second, the Boston Public Library, with its 145,000; then successively the Astor, Harvard College and Boston Athenæum. With the exception of the library of Congress, our Public Library has the greatest facilities for growing. The Athenæum has 100,000 volumes; the next largest, the State Library, 28,500; and there are four others, containing over 10,000 volumes. Our Public Library has increased 8,300 volumes in the past year, nearly four times the yearly gain of the Astor or Harvard College.

*Andover.*—The Punchard Free School building was entirely destroyed by fire on the morning of December 15. It was erected in 1856 by a fund left by Benj. H. Punchard. It was insured for \$12,000. \$40,000 will be required to rebuild.

As the Punchard School has been made the High School of Andover, by a special act of the Legislature, it is supposed that the town will make an appropriation to aid in securing a new building.

*Chelsea.*—The Carter School-house on Vogel Street, was dedicated in December. It is a four story building and cost about \$60,000. It contains fourteen rooms, and is designed to accommodate both the Grammar and Primary schools. The hall will accommodate five hundred persons. Edward Stickney, whose removal to Chelsea we recently noticed, is master of the school. There are at present eight lady assistants. Chelsea is not dead!

**ILLINOIS.**—The Board of Education for the State of Illinois, has very properly expressed its opinion regarding the right pronunciation of the word Illinois, by adopting the following paper:

"The Board of Education feel an interest in the pronunciation of the name of the State, on grounds of euphony, and taste, and historic association.

"We believe that the sounding of an *s* at the end of the name is new, and not euphonious—the hissing sound of *s* is distasteful.

"We should regret to see adopted a pronunciation of the name of the State which would exclude that name from epic and song, in which the deeds of her sons will hereafter live.

"While we have great deference for the opinions of persons authorized to teach in high places, we express our own personal opinion that the usage which we deprecate is not the best in any sense. We believe that our knowledge of the usage which has prevailed in the State, from the early days until now, warrants us in saying that it has been such as we advocate.

"We would, therefore, most respectfully ask the President and Teachers of Normal to give the most favorable consideration, consistent with their judgment, to the usage which we deem more honored in the breach than in the observance."

We hope we "don't intrude" — as Mr. Pry would say — when we take the liberty of remarking that Normal authority ought not to compel people to utter a hiss whenever they use the beautiful name of that grand State, Illinois. But, of course, said authority "won't do so again."

ANNUAL REPORT of the Superintendent of Schools in Cincinnati. This is an interesting document, and details an account of the Superintendent's visit to the public schools of other cities. We extract the following:

CLEVELAND — *Map Drawing.* — In map drawing the pupils draw entirely from construction lines, as laid down in Guyot's Intermediate Geography. The process, as pursued by some of the teachers, it seems to me, would consume too much time. One lady teacher said it would take a week for her class to finish the map of Massachusetts. On the other hand, the Fifth Reader boys, in the Brownell Street School, at my suggestion, drew from memory an outline map of Connecticut and Rhode Island. They were allowed but ten minutes to finish their work. Considering the time occupied in their execution, these maps were wonderfully correct. I think there are no schools in the country doing better work in this branch than those of Cleveland.

*Practical Arithmetic.* — I saw given, in one of the rooms in the Brownell Street School, what was not only in name but in fact, a lesson in *practical* Arithmetic. It was a lesson in avoirdupois weight; and the little fellows were not alone *doing sums* in reduction in that weight, but, what may surprise some of our teachers were actually weighing things on the scales, announcing the results in pounds and ounces, and then reducing these pounds and ounces to ounces with the greatest rapidity and exactness, lifting and weighing them in their hands at the same time. Any number of bundles of various materials, brought by the pupils, to be used in the lesson, were lying near by. No real teacher need be told that this class was full of life and enthusiasm in its work.

*Beautiful School-Rooms.* — One very pleasing feature of the Cleveland Schools is the fact that there is not a school-room in the city that is not adorned with a greater or less number of engravings. These are purchased by voluntary contributions from the pupils, or from the proceeds of exhibitions given by them. In addition to this, I found in all the school-rooms I visited, ornamental and flowering plants, some of these rooms being very parterres of beauty. The value of the influence on the culture and tastes of the pupils thus brought into daily contact with the beautiful in nature and art (to say nothing of the effect upon the teachers themselves) can scarcely be over-estimated.

**BOSTON — Reading.** — I visited the Bowdoin School, with Mr. Sharland. The reading in all the rooms I visited was good, — and this, I think, may be said of the reading in the Boston schools generally, — but I was especially pleased with that exercise in the room of Mr. Brown, the Master of the school. Here the vocal elements were given with uncommon power and precision; and the reading of the young ladies had a finish, and possessed elocutionary excellences that I have seldom seen in other schools of the highest character. The reading was accompanied by vocal gymnastics, or exercises in breathing, that must be of very great hygienic as well as elocutionary value.

**Vocal Music.** — Thursday morning I visited the Emerson (Primary) School with Mr. Mason; and I did so with the more especial purpose of observing his method of teaching music to the lower grades of pupils, and his plan of availing himself of the assistance of the regular teachers of the school. In one of the lower rooms I saw a little girl go to the music chart, take the pointer, and, acting as teacher, sing several measures of a simple tune, pointing out the notes, naming both the letters and syllables, — alone, at first, and then the whole school uniting with her. Another little girl would then take her place, go through the same routine, take her seat, and be followed by another; and thus the exercise went on until a large number of pupils had, in this way, acted the part of teachers. And these little teachers were subjected to criticism, too. The teacher of the room would frequently ask her pupils if they thought the little girl at the chart was doing her work well? And if the negative answer was given, she would ask them to point out the defect, and would call on some one to take the pointer and try to do it better. I could not help thinking this a most excellent training to give scholars courage, and to bring out individuality; and that if it were continued through the grades above it would be just such a training as would make first-rate teachers — such teachers as would have methods and opinions of their own, and not be afraid to carry them out in their school-room practice.

**THE COMMON SCHOOL SYSTEM.** — J. Lothrop Motley at the New England Festival in New York, uttered the following sentiment.

"So, too, sir, Massachusetts and New England have led the way in the magnificent system of common schools, the only possible and conceivable foundation of a republican government; and the day has passed away, I hope forever, for sneers at New England teachers. The new invading army we have already. The system has gone westward, and the system must go southward (applause). The new invading army must soon begin its grand march to the sea, and if there is one thing certain in our politics, in the political history of this country, it is this; and oh! for a voice that might sweep across the continent from North to South, and from East to West, and carry conviction with it — it is that when the schoolmaster, and the schoolmistress, too, cease to be honored in this land, from that day forth will be dated the decline and fall of this republic (applause); and God grant that that day may be far, far distant. I will not further trespass upon your patience, but will propose this simple sentiment:

"*New England Nationality* — May it ever be cherished as the most binding element of the American nation" (applause).

## BOOK NOTICES.

**NATURAL HISTORY CHARTS.** By Prof. J. H. Von Schubert, of Munich. S. R. Urbino, Publisher, 14 Bromfield Street, Boston. \$24 per set.

We are happy to call the attention of committees and teachers to these beautiful charts. They are fifteen in number: Five of Mammalia, Five of Birds, Five of Amphibia, Fishes, Insects, etc. Each chart contains six plates, and each plate a greater or less number of colored illustrations. They have been introduced into the schools of leading European countries, and have received the hearty commendation of those best qualified to judge of their merits. The enterprising publisher has now introduced them into the United States. A set has been furnished by the City of Boston for each Grammar School, and as their true value becomes known, they must be widely used both in the giving of Object Lessons and in the instruction of more advanced pupils in this interesting department of Natural History.

**INTRODUCTION TO ENGLISH LITERATURE.** By Henry N. Day. Charles Scribner & Co., New York. 540 pp., 12mo. For sale by Lee & Shepard.

This volume is from the pen of Prof. Day, who is already known as the author of "Logic," "Rhetorical Praxis," "Art of Composition," and other works. The object of this manual is to present not simply biographical sketches and short selections, but to introduce the learner to literature itself, by furnishing complete poems or prose products, so arranged as to show the historic growth of the language in its several departments of oratory, history, fiction, drama and poetry. The chapter on its origin and affinities presents, in a concise form, the results of the most advanced investigations in philological science.

Etymological, grammatical, historical and æsthetical notes are so provided as to render the work eminently adapted for use as a text-book. We think it must satisfy a want now experienced in our higher schools.

**THE LAW OF LOVE, AND LOVE AS A LAW:** or, Moral Science, Theoretical and Practical. By Mark Hopkins, D.D., LL.D., President of Williams College. pp. 342, 12mo. Charles Scribner & Co. For sale by Lee & Shepard.

The substance of this work was delivered last winter before the Lowell Institute, and it has now been so arranged and paragraphed as to render it convenient as a text-book. The general scope of the volume is similar to that of kindred works, although some new doctrines are stated and some new principles applied. It is divided into two parts, the first treating of the "Law of Love," or Theoretical Morals; and the second, of "Love as a Law," or Practical Morals. In the latter, duties are classified as follows: DUTIES TO OURSELVES, DUTIES TO OUR FELLOWMEN, embracing, Duties of men to men, and Duties from special relations, and DUTIES TO GOD.

The style is such as to make the book intelligible to the young student, while the acknowledged ability of its author in this department will commend it to those well versed in moral science.



**JESUS OF NAZARETH.** — His Life and Teachings. By Lyman Abbott. Harper & Brothers: New York.

A beautiful book, with illustrations by Dore, De Laroche and others. Mr. Abbott has not written to establish any theories or doctrinal points. Believing the Gospels he has simply aimed to present the Jesus there set forth, and as far as possible to reproduce the circumstances and describe the scenes amid which he lived. He has done this faithfully and lovingly, and given us just that Life of Christ the world most needs. May it find numerous readers.

**THE OLD WORLD IN ITS NEW PHASE.** Vol. II. — By Rev. H. W. Bellows. Harper & Brothers: New York. Volume I. left Dr. Bellows at Trieste. Delightful as it was to follow him in his European rambles, it is still more delightful to follow him in his Egyptian, Syrian and Grecian tour. Books of travel abound, and this same route has been often described. But the reader will find here no want of freshness. Dr. Bellows sees for himself and speaks for himself, and therefore gives something more than the guide-books.

**GREATER BRITAIN: a Record of Travel in English-speaking Countries during 1866 and 1867.** By Charles Wentworth Dilke. Harper & Brothers: New York.

As the title indicates, we have here the gleanings from extensive journeyings. English-speaking countries are found in all parts of the globe; and of all these some knowledge may be here gained. It is a very interesting and valuable volume, and the title is very happily conceived. There is a "Greater Britain" than the island which has so long and so truly borne the name of "Great."

**A. WILLIAMS & Co.** 100 Washington Street, send us, besides the above from the Harpers, **NATURE'S NOBLEMAN.** By the author of *Rachel's Secret*.

**ANALYSIS OF CIVIL GOVERNMENT,** including a Topical and Tabular Arrangement of the Constitution of the United States. Designed as a Class-Book for Grammar, High, Normal Schools, etc. By Calvin Townsend. Ivison, Phinney, Blakeman & Co.: New York.

To accompany this work the author has prepared a very valuable chart of fifty-two pages, fifteen by twenty inches each, mounted on a single roller, which gives in a topical form a complete analysis of the Constitution, in type large and distinct enough to be read from all parts of the school-room.

Two things are clear to us. First, that the Constitution ought to be studied by the advanced classes in our schools. Second, that no book presents so complete an analysis of that instrument, so grouping together its various provisions in a manner to be easily comprehended and learned as this: therefore we can confidently recommend it.

**PLAIN THOUGHTS ON THE ART OF LIVING;** designed for Young Men and Women. By Washington Gladden. Boston: Fields, Osgood & Co. And good thoughts, too, they are, calculated to give sensible views of life, and aid in building up substantial men and women. Among the subjects treated are "Work for Women," "Dress," "Manners," "Habits," "Culture," "Success," "Amusement," "Marriage," etc. It is a book worthy of wide circulation.

**CAST AWAY IN THE COLD.**—By Dr. Isaac I. Hayes. Boston: Fields, Osgood & Co. This story has already had numerous readers, as it has appeared from month to month in the pages of *Our Young Folks*. Now it comes out in a very pretty book, and will have still more readers. It is very interesting and instructive; and deserves to be thus honored.

**THE CONSCRIPT;** a story of the French war of 1813. By Mm. Erckmann-Chatrain. pp. 330. 12mo, \$1.50. C. Scribner & Co., New York.

This volume is a translation from the twentieth Paris edition, and contains eight full page illustrations. The scene is laid in the midst of the most thrilling events of the great Napoleonic wars, and the leading incidents related will bear the test of historical comparison. The author presents a series of fascinating sketches in a manner so simple and yet so graphic as to win the reader's heart. This book can be found at Lee & Shepard's.

**PICTURES FROM PRISON LIFE:** an Historical Sketch of the Massachusetts State Prison, with Narratives and Incidents. By Gideon Haynes, Warden. pp. 290. Lee & Shepard.

We have been very much interested in the perusal of these "Pictures," partly because of a curiosity to look within prison bars, and partly from an interest in those who, though justly sentenced, still claim our sympathy. Many of the incidents related thrillingly illustrate the different phases of prison life. Eleven years of most successful experience as warden render the chapter on "Prison Discipline" worthy of careful study.

**PALACE AND COTTAGE:** or, Young America in France and Switzerland. By Oliver Optic. pp. 350, 16mo. Lee & Shepard.

This is No. 5 of the First Series of "Young America Abroad." Like the volumes which precede it, the book contains a sketch of the history and geographical features of the countries visited, and of the peculiarities in manners and customs of their people. The success of this series has induced the obliging author to promise another of six volumes. Children will read stories: then furnish such as these, and thereby exclude the trash so abundant in these days.

We have also received from Lee & Shepard three volumes of the "PROVERB SERIES," entitled *Birds of a Feather, Fine Feathers do not make Fine Birds*, and *Handsome is that Handsome does*. Three others are in preparation. Mrs. Bradley, author of "Douglass Farm," "Bread upon the Waters," etc., writes the first and last, and Kate J. Neily, author of "The White Kitten," the second.

## EXCHANGES.

**THE CONGREGATIONALIST AND RECORDER.**—Among the religious papers which reach us, there is none edited with more ability or managed with more energy than this. Its eight pages are filled with deeply interesting matter, just such as render it indispensable in the Christian home which it has once entered.

Its wide circulation is rapidly increasing and greater efforts are making to augment its worth.